



## CORE CONTENT FOR ASSESSMENT – GRADES 8-12

|                |  | Recipe for a Fire | Stopping the Flames | Fire & Man – Friend or Foe | Hot Habitats | Plot Monitoring | Acre by Acre | Fire & Weather | Weather in you pocket | Firefighting Costs Money |
|----------------|--|-------------------|---------------------|----------------------------|--------------|-----------------|--------------|----------------|-----------------------|--------------------------|
| <b>READING</b> |  |                   |                     |                            |              |                 |              |                |                       |                          |
| RD-H-x.0.1     | Locate, evaluate, and apply information for a realistic purpose.   |                   |                     | X                          | X            |                 |              | X              | X                     | X                        |
| RD-H-x.0.6     | Paraphrase important parts of a passage.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-x.0.7     | Formulate opinions in response to a reading passage.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-1.0.8     | Interpret the meaning of a passage taken from texts appropriate for high school.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-1.0.15    | Make connections among literature, students' lives, and/or real-world issues.  |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-.2.0.8    | Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage. |                   |                     | X                          | X            |                 |              | X              |                       | X                        |
| RD-H-2.0.10    | Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.  |                   |                     |                            |              |                 |              |                |                       |                          |
| RD-H-2.0.11    | Evaluate the use of supporting details as they relate to the author's message.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-2.0.12    | Make predictions and draw conclusions based on what is read.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-2.0.13    | Analyze the content as it applies to students' lives and/or real world issues.   |                   |                     | X                          | X            |                 |              |                |                       |                          |
| RD-H-3.0.9     | Identify an author's position based on evidence in a passage.  |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-3.0.10    | Recognize the appropriateness of an argument for an intended audience.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-3.0.11    | Accept or reject an argument giving supporting evidence from the passage.  |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-3.0.12    | Compare and contrast differing points of view in two or more passages.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| RD-H-4.0.8     | Identify essential information needed to accomplish a task.  |                   |                     | X                          |              |                 |              | X              | X                     | X                        |
| RD-H-4.0.9     | Apply the information contained in practical/workplace materials.  |                   |                     | X                          | X            |                 |              | X              | X                     | X                        |
| RD-H-4.0.10    | Follow the sequence of information.  |                   |                     | X                          |              |                 |              |                | X                     | X                        |
| RD-H-4.0.11    | Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information.                       |                   |                     | X                          | X            |                 |              | X              | X                     | X                        |
| RD-H-4.0.12    | Interpret the meaning of specialized vocabulary.   |                   |                     |                            | X            |                 |              | X              |                       |                          |

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| <b>WRITING</b>                |   |                   |                     |                            |              |                 |              |                |                        |                          |
| WR-H-1.4                      | <p>Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:</p> <p>Letters; Speeches; Editorials; Articles in magazines, Academic journals, Newspapers; Proposals; Brochures;<br/>Other kinds of practical/workplace writing</p> <p>Characteristics of transactive writing may include:</p> <p>Text and language features of the selected form; Information to engage/orient the reader to clarify and justify purposes; Ideas which communicate the specific purpose for the intended audience; Explanation and support to help the reader understand the author's purpose; Well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose; Effective conclusions.</p> |                   |                     | X                          | X            |                 |              |                |                        | X                        |
| <b>MATHEMATICS</b>            |   |                   |                     |                            |              |                 |              |                |                        |                          |
| <b>Number/Computation</b>     |   |                   |                     |                            |              |                 |              |                |                        |                          |
| MA-H-1.1.1                    | Students will describe properties of, define, give examples of, and apply real numbers to both real-world and mathematical situations, and understand that irrational numbers cannot be represented by terminating or repeating decimals.   |                   |                     |                            |              |                 | X            |                | X                      | X                        |
| MA-H-1.1.2                    | Students will recognize, define, give examples of, and apply to both real-world and mathematical situations finite arithmetic and geometric sequences and series.   |                   |                     |                            |              |                 | X            |                |                        | X                        |
| MA-H-1.1.3                    | Students will understand how matrices are used to represent real-world data.  |                   |                     |                            |              | X               | X            |                | X                      | X                        |
| MA-H-1.2.1                    | Students will perform addition, subtraction, multiplication, and division with real numbers in problem-solving situations to specified accuracy.  | X                 |                     |                            |              | X               | X            |                |                        | X                        |
| MA-H-1.2.3                    | Students will use matrix addition, subtraction, multiplication (no larger than 2 by 2), and scalar multiplication to solve real-world problems.   |                   |                     |                            |              | X               |              |                |                        | X                        |
| MA-H-1.2.5                    | Students will use simple combinations and permutations to count discrete quantities.  |                   |                     |                            |              |                 | X            |                |                        |                          |
| MA-H-1.3.3                    | Students will understand how to use equivalence relations (reflexive, symmetric, transitive) and order relations (less than, greater than, equal to) to solve problems using real numbers.  |                   |                     |                            |              |                 | X            |                |                        |                          |
| MA-H-1.3.4                    | Students will understand how ratio and proportion can be used in a variety of mathematical contexts and to solve real-world problems.   |                   |                     |                            |              |                 | X            |                |                        |                          |
| <b>Geometry/Measurement</b>   |   |                   |                     |                            |              |                 |              |                |                        |                          |
| MA-H-2.2.3                    | Students will determine height and distance using methods of indirect measurement such as similar triangles (including shadow or mirror method) and right triangle relationships (including trigonometric ratios).  |                   |                     |                            |              |                 | X            |                |                        |                          |
| <b>Probability/Statistics</b> |   |                   |                     |                            |              |                 |              |                |                        |                          |
| MA-H-3.1.3                    | Students will describe and give examples of various sampling techniques and biases in data collection.  |                   |                     |                            |              | X               | X            |                |                        |                          |
| MA-H-3.2.1                    | Students will analyze, interpret results, make decisions, and draw conclusions based on a set of data.  | X                 |                     |                            |              | X               | X            |                | X                      | X                        |
| MA-H-3.2.3                    | Students will organize, display, and interpret statistical models (tables, graphs) of bivariate data.   |                   |                     |                            |              | X               |              |                | X                      |                          |

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| MA-H-3.2.4                     | Students will interpret the results of a probability simulation, draw conclusions, and make predictions.   | X                 |                     |                            |              | X               | X            |                | X                     |                          |
| MA-H-3.2.6                     | Students will determine probabilities in situations involving replacement and non-replacement.   |                   |                     |                            |              |                 | X            |                |                       |                          |
| MA-H-3.3.2                     | Students will describe how sampling techniques can influence results.  |                   |                     |                            |              | X               | X            |                | X                     |                          |
| MA-H-3.3.3                     | Students will understand and reason about the use and misuse of statistics and statistical representations such as type of graph and choice of scale.  |                   |                     |                            |              | X               |              |                |                       |                          |
| <b>Algebraic Ideas</b>         |  |                   |                     |                            |              |                 |              |                |                       |                          |
| MA-H-4.1.1                     | Students will understand the concept of a function and roles of independent and dependent variables.   |                   |                     |                            |              | X               |              |                |                       |                          |
| MA-H-4.2.4                     | Students will create tables of numerical values of functions including linear, quadratic, absolute value, exponential, and simple piecewise such as some long distance phone rates.  |                   |                     |                            |              | X               |              |                | X                     | X                        |
| <b>SCIENCE</b>                 |  |                   |                     |                            |              |                 |              |                |                       |                          |
| <b>Physical Science</b>        |  |                   |                     |                            |              |                 |              |                |                       |                          |
| SC-H-1.3.1                     | Chemical reactions occur all around us and in every cell in our bodies. These reactions may release or consume energy. Rates of chemical reactions vary. Reaction rates depend on concentration, temperature, and properties of reactants. Catalysts speed up chemical reactions.  | X                 |                     |                            |              |                 |              |                |                       |                          |
| SC-H-1.4.1                     | Objects change their motion only when a net force is applied. Laws of motion are used to describe the effects of forces on the motion of objects.  |                   |                     |                            |              |                 |              | X              |                       |                          |
| <b>Earth and Space Science</b> |  |                   |                     |                            |              |                 |              |                |                       |                          |
| SC-H-2.1.3                     | Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.   |                   |                     |                            |              |                 |              | X              | X                     |                          |
| SC-H-2.1.4                     | Global climate is determined by energy transfer from the Sun at and near Earth's surface. This energy transfer is influenced by dynamic processes such as cloud cover and the Earth's rotation and static conditions such as the position of mountain ranges and oceans.   |                   |                     |                            |              |                 |              | X              | X                     |                          |
| <b>Life Science</b>            |  |                   |                     |                            |              |                 |              |                |                       |                          |
| SC-H-3.2.2                     | Behavioral responses to internal changes and external stimuli can be innate or learned. Responses to external stimuli can result from interactions with the organism's own species and/or other species, as well as environmental changes.   |                   |                     | X                          | X            |                 |              |                |                       |                          |
| SC-H-3.2.3                     | The broad patterns of behavior exhibited by organisms have changed over time through natural selection to ensure reproductive success. Organisms often live in unpredictable environments, so their behavioral responses must be flexible enough to deal with uncertainty and change. Behaviors often have an adaptive logic.  |                   |                     |                            | X            |                 |              |                |                       |                          |
| SC-H-3.4.3                     | Biological classifications are based on how organisms are related. Organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their relationships. Species is the most fundamental unit of classification. Different species are classified by the comparison and analysis of their internal and external structures and the similarity of their chemical processes. |                   |                     |                            |              | X               |              |                |                       |                          |
| SC-H-3.5.3                     | Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years.   |                   |                     |                            | X            |                 |              |                |                       |                          |

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| SC-H-3.5.4                      | Living organisms have the capacity to produce populations of infinite size. However, behaviors, environments, and resources influence the size of populations. Models (e.g., mathematical, physical, conceptual) can be used to make predictions about changes in the size or rate of growth of a population.   |                   |                     |                            |              |                 |              |                |                       |                          |
| SC-H-3.5.5                      | Human beings live within the world's ecosystems. Human activities can deliberately or inadvertently alter the dynamics in ecosystems. These activities can threaten current and future stability and, if not addressed, ecosystems can be irreversibly affected.  |                   | X                   | X                          |              |                 |              |                |                       |                          |
| <b>Scientific Inquiry</b>       |   |                   |                     |                            |              |                 |              |                |                       |                          |
|                                 | Students will:<br>Formulate testable hypotheses and demonstrate the logical connections between the scientific concepts guiding a hypothesis and the design of an experiment.<br>Use equipment, tools, technology, and mathematics to improve scientific investigations and communications.<br>Use evidence, logic, and scientific knowledge to develop and revise scientific explanations and models.<br>Design and conduct different kinds of scientific investigations.<br>Communicate and defend the designs, procedures, observations, and results of scientific investigations.<br>Review and analyze scientific investigations and explanations of other investigators, including peers. |                   |                     |                            |              |                 | X            |                | X                     |                          |
| <b>Applications/Connections</b> |   |                   |                     |                            |              |                 |              |                |                       |                          |
|                                 | Students will apply scientific theory and conceptual understandings to solve problems of technological design and examine the interaction between science and technology.   |                   |                     |                            |              | X               | X            |                | X                     |                          |
|                                 | Students will explore the impact of scientific knowledge and discoveries on personal and community health; recognize how science influences human population growth, use science to analyze the use of natural resources by an increasing human population; investigate how science can be used to solve environmental quality problems, use science to investigate natural and human-induced hazards; and analyze how science and technology are necessary but not sufficient for solving local, national, and global issues.  | X                 |                     |                            |              | X               | X            |                | X                     |                          |
|                                 | Students will analyze the role science plays in everyday life and compare different careers in science; recognize that scientific knowledge comes from empirical standards, logical arguments, and skepticism, and is subject to change as new evidence becomes available; and investigate advances in science and technology that have important and long-lasting effects on science and society.  |                   |                     |                            |              | X               | X            | X              | X                     |                          |
| <b>SOCIAL STUDIES</b>           |   |                   |                     |                            |              |                 |              |                |                       |                          |
| <b>Government and Civics</b>    |   |                   |                     |                            |              |                 |              |                |                       |                          |
| SS-H-1.3.1                      | The rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| <b>Culture and Society</b>      |   |                   |                     |                            |              |                 |              |                |                       |                          |
| SS-H-2.1.1                      | Philosophy, religion, values, technology, and behavior patterns help define culture.  |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-2.2.1                      | All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.  |                   |                     | X                          |              |                 |              |                |                       |                          |

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| SS-H-2.4.1       | As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| <b>Economics</b> |   |                   |                     |                            |              |                 |              |                |                       |                          |
| SS-H-3.1.2       | Federal, state, and local governments have limited budgets, so they must compare revenues to costs when planning public projects.   |                   |                     |                            |              |                 |              |                |                       | X                        |
| SS-H-3.1.3       | To make informed choices, consumers must analyze advertisements, consider personal finances (including the importance of savings, investment, and use of credit), and examine opportunity cost.   |                   |                     |                            | X            |                 |              |                |                       |                          |
| <b>Geography</b> |   |                   |                     |                            |              |                 |              |                |                       |                          |
| SS-H-4.1.1       | Representations of Earth and databases can be used to analyze the distribution of physical and human features on Earth's surface.   |                   | X                   |                            |              |                 |              | X              |                       |                          |
| SS-H-4.1.2       | Mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.  |                   | X                   |                            |              |                 |              | X              |                       |                          |
| SS-H-4.2.2       | Physical characteristics create advantages and disadvantages for human activities in a specific place.  |                   |                     | X                          | X            | X               |              | X              |                       | X                        |
| SS-H-4.2.3       | People can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).   |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-4.2.4       | People from different cultures or with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-4.3.2       | Human migration has major physical and cultural impacts and can be the result of pressures or events that push populations from one place or pull them to another (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity). |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-4.4.1       | Humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.   |                   | X                   | X                          |              |                 |              |                |                       | X                        |
| SS-H-4.4.3       | Natural disasters may affect decisions relative to human activities (e.g., adopting building codes, buying flood insurance).  |                   | X                   |                            |              |                 |              |                |                       |                          |
| SS-H-4.4.4       | Group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).   |                   | X                   | X                          |              |                 |              |                |                       |                          |
| <b>History</b>   |   |                   |                     |                            |              |                 |              |                |                       |                          |
| SS-H-5.1.1       | Interpretations of history are subject to change as new information is uncovered.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-5.1.2       | Primary sources allow individuals to experience history from the perspectives of people who lived it.   |                   |                     | X                          |              |                 |              |                |                       |                          |
| SS-H-5.1.3       | Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).  |                   |                     | X                          |              |                 |              |                |                       |                          |

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| <b>PRACTICAL LIVING/VOCATIONAL STUDIES</b> |  |                   |                     |                            |              |                 |              |                |                       |                          |
| <b>Health</b>                              |  |                   |                     |                            |              |                 |              |                |                       |                          |
| PL-H-1.1.1                                 | There are behaviors (e.g., constructive communication; fulfilling commitments; cooperation; demonstrating healthy ways to express needs, wants, feelings) that show respect and responsibility to self and others.   |                   | X                   |                            |              | X               | X            | X              |                       |                          |
| PL-H-1.1.2                                 | Conflict-resolution strategies (e.g., peer mediation, avoiding confrontation) and the analysis of causes of conflict (e.g., violence, harassment, money problems, health problems, oppressive environments, racism) in families, schools, and communities may bring about peaceful conclusions.  | X                 |                     |                            |              |                 |              |                |                       |                          |
| PL-H-1.1.3                                 | Individuals need to understand changes in roles, responsibilities, and skills needed to effectively work in groups throughout life.  | X                 | X                   |                            |              | X               | X            | X              |                       | X                        |
| PL-H-1.3.1                                 | Decisions which promote health and prevent illnesses, diseases, and injuries contribute positively to personal well-being.   |                   |                     |                            |              |                 |              |                |                       | X                        |
| PL-H-1.5.3                                 | Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) impacts physical development.   |                   |                     |                            |              |                 |              |                |                       | X                        |
| PL-H-1.6.2                                 | Practicing safety procedures (e.g., use seat belts, life vests, and helmets; avoid overcrowding vehicles) and eliminating daredevil stunts can save lives.   |                   | X                   |                            |              |                 |              |                |                       | X                        |
| PL-H-1.6.3                                 | There are strategies (e.g., not sharing personal eating, drinking, and grooming utensils; regular medical and dental check ups; proper use of machinery; adhering to safety rules for firearms use and storage) that help adolescents and adults avoid health and safety hazards.  |                   |                     |                            |              |                 |              |                |                       | X                        |
|  |  |                   |                     |                            |              |                 |              |                |                       |                          |
| PL-H-1.6.4                                 | There are emergency procedures (e.g., CPR, first aid) for responding to emergency situations (e.g., overdose, drowning, car accidents, heart attacks, seizures).   | X                 | X                   |                            |              |                 |              |                |                       |                          |
| PL-H-1.8.3                                 | There are strategies (e.g., setting realistic goals, time and task management, planning, decision-making processes, perseverance) for building success as adults.  | X                 |                     |                            |              | X               | X            |                |                       | X                        |
| <b>Physical Education</b>                  |  |                   |                     |                            |              |                 |              |                |                       |                          |
| PL-H-2.1.1                                 | There are principles (e.g., accuracy, technique, physics, mechanics) for learning and improving advanced motor skills.   |                   |                     |                            |              |                 |              |                |                       | X                        |
| PL-H-2.1.2                                 | Analysis of specialized movement patterns (e.g., swinging of golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for improvement in skills and used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball). |                   |                     |                            |              |                 |              |                |                       | X                        |
| PL-H-2.2.2                                 | Techniques (e.g., practice, peer or coach evaluation, individualized coaching) to achieve performance consistency in games and/or sports must be used.   |                   | X                   |                            |              |                 | X            |                |                       |                          |
| PL-H-2.2.3                                 | Principles of fitness training and conditioning (frequency, intensity, time/duration) impact one's ability to participate in activities.   |                   |                     |                            |              |                 |              |                |                       | X                        |
| PL-H-2.3.1                                 | There are offensive and defensive strategies as well as basic rules of play for a variety of games and sports.   | X                 | X                   |                            |              |                 |              | X              |                       |                          |
| PL-H-2.3.2                                 | Rules, fair play, and cooperation for spectators and sportsmanship on the part of spectators and participants during organized games and sports will benefit all.  | X                 | X                   |                            |              |                 |              | X              |                       |                          |

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| <b>Consumerism</b>        |   |                   |                     |                            |              |                 |              |                |                        |                          |
| PL-H-3.1.1                | The use of strategies (e.g., studying advertisements, reading the fine print) and techniques for evaluating various forms of consumer information (e.g., products, contracts, leases, warranties) contribute to wise purchases.   |                   |                     |                            | X            |                 |              |                |                        |                          |
| PL-H-3.1.4                | Methods and techniques of advertising exert an influence on consumer choices for products and services.   |                   |                     |                            | X            |                 |              |                |                        |                          |
| PL-H-3.1.5                | Consumer decisions have both short- and long-term impacts (e.g., water, air, and land pollution; greenhouse effect) on the environment.   |                   |                     | X                          |              |                 |              |                |                        |                          |
| PL-H-3.3.3                | The roles of individuals and society in protecting the environment and preserving resources include recycling, conserving, and establishing standards for waste disposal.   |                   | X                   | X                          |              |                 |              |                |                        |                          |
| <b>Vocational Studies</b> |   |                   |                     |                            |              |                 |              |                |                        |                          |
| PL-H-4.1.2                | Work has social and economic impacts on the individual, family, and society.  |                   |                     |                            |              |                 |              |                |                        | X                        |
| PL-H-4.1.3                | Job and career opportunities vary at the state, national, and international levels based on demand for goods and services and available resources.  |                   |                     |                            |              |                 |              |                |                        | X                        |
| PL-H-4.2.1                | Short- and long-term career goals should be based on an individual's personality, values, interests, aptitudes, abilities, and postsecondary opportunities.   |                   |                     |                            |              |                 |              |                |                        | X                        |
| PL-H-4.2.2                | There are basic academic skills (e.g., communication, research, math, science) and preparation levels (e.g., past work experience and training, leadership, certification) required or useful for various jobs and careers.   | X                 |                     |                            |              | X               |              | X              |                        | X                        |
| PL-H-4.2.3                | The advantages and disadvantages of jobs and careers in various occupational areas should be evaluated (e.g., preparation, salary, benefits, demands of job, location, work environment).   |                   |                     |                            |              |                 |              |                |                        | X                        |
| PL-H-4.2.4                | There are various postsecondary options (e.g., technical or vocational schools, 2-year colleges, 4-year colleges, apprenticeships, military service) to be considered when selecting or preparing for employment or a career path.  |                   |                     |                            |              |                 |              |                |                        | X                        |
|                           |   |                   |                     |                            |              |                 |              |                |                        |                          |
| PL-H-4.3.1                | Employers look for employees who have positive work habits and a good work ethic (e.g., positive attitude, initiative, punctuality, communication skills).  |                   |                     |                            |              | X               |              |                |                        | X                        |
| PL-H-4.3.2                | Work habits/ethics (e.g., cooperation, respect, time management, individual/team responsibilities, dependability) can impact the success of a group.  |                   | X                   |                            |              | X               | X            | X              |                        | X                        |
| PL-H-4.4.1                | Life-long earning potential, job options, and job satisfaction are generally related to the amount and kind of educational training of the worker.  |                   |                     |                            |              |                 |              |                |                        | X                        |
| PL-H-4.4.3                | Team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, cooperate with others, ask questions about tasks, use problem-solving skills, use conflict resolution and mediation skills) are important in future schooling and in today's workplace. |                   | X                   |                            |              | X               | X            | X              |                        | X                        |